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ABSTRACT

This document is designed to identify several types of vocational education programs and activities that are in operation in California's school districts and communities. Although the document primarily focuses on California programs, information in all sections--particularly those titled Vocational Education Advisory Committees, Scope of Community Involvement in Vocational Education Programs and Services, and Vocational Education Contracts--include information intended to be applicable to vocational education settings in other states. Titles of the remaining sections are Work Experience Education Programs, Apprenticeship Programs, Licensure Programs, Cooperative Vocational Education Programs, Community Classroom--Occupational Education Programs, Regional Occupational Centers and Programs, Financial Aid Programs, Executive Intern Programs, and Furlough Programs. The description of each of these programs includes (where applicable) such aspects as organization, legislation, type of community involvement, advantages, evaluation, and problems. (SH)

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Community Involvement in Vocational Education

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Prepared under the direction of
Vocational and Career Education Services Section,
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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento 1977

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Preface

This publication is designed to identify several types of vocational education programs and activities that are in operation in California's school districts and communities.

The success of these programs and activities requires a high degree of school and community planning and cooperation. Needless to say, because of the unique needs of different students and communities, many variations exist in the actual way some programs are operated.

Where the community's resources, facilities, and personnel are involved in the planning and operation of instructional programs, students and teachers gain a more realistic understanding of actual work conditions and requirements. The concrete illustrations and work settings can make the teaching-learning process more relevant.

People from business, industry, labor, and the schools may be hesitant to approach one another. Perhaps this reluctance results from one's limited experience in the specialized fields of the others. Such feelings may be reflected in misconceptions about young people; misgivings about the ability to share meaningful and useful information, experience, and knowledge; anxiety about becoming overwhelmed and inundated with requests for help once offered; and reluctance to participate in new forms of community-school instructional programs.

Many school personnel have had limited experience outside of education; their formal training does not always provide information or experience in the world of work. Consequently, many educators are not prepared for community-based learning.

Through a sincere, honest, open, and realistic approach, school personnel and people in the community can work together in programs and activities that address the needs of each.

Appreciation is expressed to Don Averill of Huntington Beach Union High School District; Chuck Brady of Santa Barbara Unified School District; Herb Ellenburg of Baldy View Regional Occupational Program; Ron Grant of the Chancellor's Office, California Community Colleges; and Norvin Spence of Modesto City Schools for their input and contribution in the development of this publication. The coordinator for the Vocational Education Unit, State Department of Education, was G. Allan Holmes, Consultant, Research and Program Development Unit.

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Vocational Education Advisory Committees

Advisory committees have contributed to the success of vocational programs for many years. More extensive and effective use of such committees is needed today. Educators should be cognizant of the technological developments that will affect the employment potential of their students. Advisory committees, comprised of employees, employers, parents, students, and former students, can provide the information and guidance needed to keep vocational programs current.

Purpose of the Advisory Committee

The members of advisory committees are selected from among individuals who are outside the educational profession. They advise school officials regarding a school program. Educating young people and adults for occupational competency requires the best cooperative efforts of the school and the community. To meet their responsibilities to their students, vocational educators must know what the community needs and wants. To help the educators meet these responsibilities, the community must know what the school is doing and what it is capable of doing.

Because the purpose of vocational education is to prepare people for entrance into selected occupations or to upgrade persons already employed, educators must work closely with the community's employers to learn what jobs are available and how best to prepare students for them. Understanding and communication must exist among business, labor, education, and the community to keep the programs realistic and flexible enough to meet the changing needs of today's world.

The five basic reasons for utilizing the services of advisory committees are as follows:

1. They provide advice that is not readily available elsewhere.
2. They provide important public information potential.
3. They offer advice and support for policies from a layperson's point of view.
4. They can actively aid in the placement of graduates.
5. They assist in keeping educational programs current.

Functions of the Advisory Committee

An advisory committee can provide invaluable information and support to educators who are developing or operating vocational programs. Most of the advisory committees perform the following functions:

1. Advise in the development of student selection criteria.
2. Assist educators in the development of goals, objectives, and activities for their programs.
3. Help students and graduates find jobs.
4. Assist teachers in relating instruction to the needs of the community.
5. Help develop and implement public information programs.
6. Advise as to the adequacy and appropriateness of facilities, equipment, and teaching materials.
7. Assist in community surveys related to vocational education.
8. Advise in the development and use of cooperative education training plans and agreements.
9. Recommend criteria for evaluation of programs.
10. Recommend wage scales for students in cooperative education programs.
11. Advise in the determination of minimum qualifications for new teachers.
12. Advise on general policies for vocational education.

Planning for the Advisory Committee

The effectiveness of an advisory committee may be determined by the amount of constructive planning that has taken place before the organization is actually implemented. In planning for an advisory committee, administrators should do the following.

1. Survey the community for the following types of information:
   a. Career opportunities
   b. Opportunities for part-time placemen with local employers
   c. Any changing occupational pattern that would affect future employment
   d. Students' vocational interests that could be met by a vocational program
   e. Physical facilities that are available or may be acquired
   f. Kinds of jobs recent graduates have obtained
2. Develop a vocational education plan that is consistent with the needs of the community as determined by the survey.
3. Obtain tentative approval for the plan from the appropriate school officials.
4. Select committee members.
   a. Approval should be obtained from the administration for the methods of selection to be used.
   b. Suggested criteria for selection are (1) interest in young people; (2) experience and knowledge in the occupations involved (employer and employee members only); (3) character and integrity; (4) ability to express and willingness to defend their convictions without dominating the discussion; and (5) willingness to work and contribute their time.
   c. The committee should consist of at least five members and should include a cross-section of managers, employees, parents, students, and graduates of the program who are working in the field.
   d. Sources of nominees are leaders in the field, representatives of trade organizations, school personnel, parents, and students.
   e. Each potential member should be given an opportunity to review the plan and discuss its appropriateness. The person's willingness to serve on the committee should be ascertained at this time. (A tentative date can be set for the first meeting.)
5. Write letters of appointment to be signed by the school administrator. Include the time and place of the first meeting, and enclose an advisory committee information booklet with spaces for names and meeting dates as complete as possible.

First Meeting

The initial meeting is critical as far as maintaining the interest and continued support of the committee members. The following checklist should help those who are to prepare for the first meeting:

1. Inform each member of the date, time, and place of the meeting several days in advance.
2. Send invitations to appropriate school administrators.
3. Prepare agenda of the program. (Orientation of the members is the main objective.)
   a. Welcome and remarks by the chief school administrator
   b. Introduction of the members
   c. Nature and objectives of the school and the specific program
   d. Brief outline of federal and state legislation for career and vocational education
   e. Organization of the committee
   f. Other business (Present at least one topic to be discussed at next meeting.)
   g. Plans for the next meeting
   h. Adjournment
4. Start and adjourn on time.
5. Arrange for refreshments.
6. Make a friendly phone call to the committee members and thank them for attending.

Committee Meetings

The individuals who are conducting the advisory committee meeting can use the following guidelines:

1. Start and stop on time.
2. Follow the agenda.
   a. Present all pertinent information.
   b. Allow for discussion.
   c. Summarize when necessary.
   d. Obtain a group consensus instead of a vote on questions brought before the committee.

Preparing for Discussion

1. Organize the program.
2. List the basic points of discussion.
3. Analyze questions to be discussed.
4. List important discussion questions.
5. Check room for comfortable temperature and lighting.

6. Place chairs around table informally and in conference style.
7. Arrange for pencils and paper for each person.
8. Have ashtrays available, if smoking is permitted at place of meeting.

Leading the Discussion

1. Set the stage.
   a. Create an informal atmosphere, and put the group at ease.
   b. State and clarify the question, problem, or issue.
   c. Arouse interest; advance a question of the analytical or comparative type.
2. Direct the discussion.
   a. Ask and redirect questions; keep the discussion moving in a developmental direction.
   b. Indicate points of agreement and disagreement.
   c. Give appropriate credit for all relevant ideas.
   d. Encourage exploration and new suggestions.
   e. Summarize discussions when they are fully developed, and call attention to unexplored viewpoints.

Responsibilities of the Chairperson

The chairperson's conduct at advisory committee meetings will, to a large extent, determine the effectiveness of the committee. The chairperson will delegate many of his duties to the secretary or other members of the committee, but the chairperson is still responsible for the following functions:

1. Establish meeting dates, and call the committee members.
2. Plan committee functions.
3. Prepare a suitable agenda.
4. Provide background information as necessary.
5. Preside at meetings.
6. Initiate action based on decisions made at meeting.
7. Provide reports as required.
8. Maintain necessary personal contacts with members.
9. Assure that physical needs are cared for.

Advisory committee members have shown the greatest interest and participation in school projects when administrators have maintained the following practices:

1. The advice of committee members is sought frequently.
2. The members' suggestions are used by the school administration.
3. Democratic procedures are followed in committee meetings.
4. Due credit is given to members of the committee in the various school publications and news releases.
5. Members are invited often to the school to attend departmental meetings, special assemblies, school exhibits, and the like.
6. The school representative keeps members informed of the progress of specific programs.

Responsibilities of the School Representative

Because the advisory committee often will depend upon the school representative to guide its operation, the representative will want to consider the following guidelines:

1. Respect the committee's limited time.
2. Be prompt in the preparation of minutes and reports.
3. Do not underestimate the intelligence of the committee members or their interest in educational matters.
4. Do not permit committees to become administrative in their functions. Seek a consensus, instead of a vote.
5. Do not usurp the functions of the advisory committee by such actions as:
   a. Initiating programs without consulting the advisory committee
   b. Taking action within the realm of the designated functions of the advisory committee without first consulting the committee
   c. Failing to inform the committee of facts pertaining to the program
6. Do not set too broad a scope of objectives for the advisory committee or allow the committee to deviate too far from the original objectives.
7. Avoid the use of privileged information by the committee members for their own benefit or profit.
8. Do not ignore the committee's recommendations. Appropriate action should be taken as soon as possible on each recommendation. If the proposals are not approved by the school, committee members should be told why.

The techniques used by the school representative will be influenced by many factors such as local conditions and reactions of individual members.

Scope of Community Involvement in Vocational Education Programs and Services

The final report of the California Commission for Reform of Intermediate and Secondary Education (RISE), established by Wilson Riles, California Superintendent of Public Instruction, contains the following:*

> Education is a lifelong process in which individuals learn in different ways, under different conditions, at different times, and in different places.

The RISE Commission's report also expresses the need for school and community involvement as follows:

> The broadening of resources requires that school personnel make more effective use of existing—but largely untapped—community resources, especially those physical and human resources that can promote a personalized learning process and meet the needs of a multicultural society.
>
> Educators must reach out and borrow from the world around them to offer more varied, meaningful, and personalized approaches to learning.
>
> At the same time, schools must serve as magnets, drawing various segments of the community into the learning process and becoming centers for community activities.
>
> Every effort should be made to identify, obtain, and utilize fully and effectively those physical and human resources in the community that can contribute to achieving learning objectives. Specialized facilities and experts can bring vitality to the instructional program, particularly in the area of career awareness and preparation.
>
> Attempts should be made to seek, manage, and coordinate the participation of various segments of the community in providing opportunities for learning, service, and cultural experiences. Among these segments are business, industry, labor, government, and nonprofit private organizations, as well as local residents of all ages.
>
> Teaching efforts must be supplemented and enhanced by expanding the instructional staff to include others who can contribute to learning and accept responsibility for achieving desired outcomes. Broadening of the staff would enrich learning by introducing other dimensions of experience, expertise, and creativity.

**Report of the California Commission for Reform of Intermediate and Secondary Education.* Sacramento: California State Department of Education, 1975.

Use of Community

Citizens in California, as in other states, believe that the public school system has the resources to educate *all* students. After all, the taxpayers build the schools; provide instructional hardware and materials; and pay for the services of teachers, counselors, principals, clerical aides, maintenance persons, and others in order to accomplish the job.

Naturally, citizens assume that certificated school personnel are trained to teach all students. Furthermore, they assume that if the job is not being done—if indeed some students are dropping out of school before they graduate or if some are graduating but do not possess the communication, mathematical, or salable skills they need to function in society—then taxpayers should remove the teachers and replace them with others who are more capable.

One method that taxpayers may use against the school system is to withhold property tax funds until they believe educators have removed wasteful methodologies, have learned to do a better job, or have become more responsible to the citizenry.

Reports in newspapers indicate that school systems are failing to educate all students. Furthermore, such accounts point out that thousands of young people are unemployable and lack the basic skills needed to continue their education beyond high school to prepare themselves for the world of work.

One might conclude that the schools are at fault. With the resources available in the average public school it is impossible to reach every student. Some students are going to fail to obtain the reading, writing, and mathematical skills necessary to function as a successful wage earner if we continue with our present system of education.

In the RISE Commission's report, Superintendent Riles has challenged intermediate and secondary school district personnel to design programs of learning that provide for the following:

1. The learner is to be regarded as the most important person in the school system
2. Individual needs of learners will be diagnosed, and appropriate educational programs will be prescribed for each learner.
3. The school and the community will share responsibility for planning, developing, and evaluating educational goals and programs.
4. The students will take part in career awareness and career exploration activities and develop marketable skills that will enable them to compete successfully in the job market.
5. The students will have learning experiences in business, industry, and public agencies in personalized learning environments such as community-based classrooms, work-study programs, internships, and furloughs.
6. The classroom's resources will be enriched by the use of paraprofessionals, volunteers, and cross-age tutors.

Implementation of the RISE Commission's Recommendations

Today's concerned citizen realizes that every business site, every factory, and every government facility can provide learning experiences for young people.

Each person in the community can fulfill his or her privileged obligation to pass on his or her skills to others. Citizens must be made aware of the fact that everyone is a teacher. Training programs must be established to prepare teachers to use community resources. Volunteers must also be trained to deal with school-age students. The public should be told by way of newspapers, radio, and television that there is a job to be done by each able-bodied citizen.

Older students can be trained to tutor younger students. High school students can teach junior high school students. The shop class can work with a master machinist, the science class with a chemical engineer, and the English class with a technical writer. Housewives and retired persons are needed to work as school aides, tutors, and classroom speakers.

A monitoring system must be established so that each student can be tracked as to the progress he or she is making toward gaining good communication and career development skills. Each student should be exposed to the specialized knowledge of all teachers, even though some of them will not be credentialed educators.

A Community Involvement Program

One of the most notable industrial arts programs in the Santa Barbara High School District is the construction technology program. Under the direction of a program teacher/coordinator, who works with 11 other credentialed teachers and 72 members of the community, the students in grades four through fourteen are taught to design, finance, construct, and merchandise a three-bedroom house each year.

Elementary school students involved in the program build sawhorses and install wallboard; junior high school students build and install the cabinets; high school students compete in a contest to design the house plan; and others compete in the interior design instructional component. Other high school students work together in the marketing and advertising of the house when it is ready for sale. On Saturdays students in junior high, senior high, and community college work together, without school credit, to complete the work on the house.

Some of the individuals who work with students on a one-to-one basis or in small groups are architects, sheetmetal workers, savings and loan executives, carpenters, plasterers, heating engineers, county planning department personnel, plumbers, roofers, cabinetmakers, and real estate brokers. The prime objective of this organized activity, which includes over 300 students, is to make reading, writing, and mathematics more relevant to each student's career development goals.

Meaningful learning experiences are varied for each student. Students in the construction technology classes are grouped according to interests.

The learning activities are different for each group of students. All students have to solve the mathematical problems pertinent to the technical language and problems faced by those involved in the construction industry.

The construction technology program is a very visible community educational program. The

teachers do not have credentials, but they are highly skilled members of the community's building industry. The classrooms are construction sites and manufacturing plants throughout the community.

Student-Interest-Oriented Programs

Vocational instructors in every school district must assume their role in collaborating with so-called academic members of the teaching staff and advisory committee members of the community in the design of student-interest-oriented instructional programs that contain related units of English, mathematics, and science. Hands-on activities in school and in the community will help students appreciate good communication and computational skills. Simultaneously, they will be gaining prevocational and vocational skills.

Challenge for the Vocational Educator

Vocational educators are required to seek advice and counsel from community advisory groups. See sections 3.45 and 3.49 of the *California State Plan for Vocational Education* (1975-76).

If a vocational instructional program is to be useful, it must have input from the local community. Manufacturing, marketing, and recordkeeping requirements change constantly. The concerned teacher realizes that only through the establishment of ties between the classroom and the community can his or her program continue to adequately train students to assume their roles as craftspersons in the world of work.

Each vocational instructor has an obligation to the students under his or her supervision to articulate the program of instruction with prevocational-related and more advanced programs of instruction. Those students who are ready to enter part-time or full-time employment should be given every opportunity to work in an occupation for which they have been trained.

Instructor Attitude

The vocational instructor who comes from "industry" often can understand the need for a community advisory committee more so than the instructor who has had some work experience in industry but has gained most of his or her occupational knowledge in a teacher training institution. Regardless of how the teacher gained his or her expertise, each must be made to realize that constant input "from the field" is necessary if today's up-to-date instructional program is not to be labeled as "behind the times" tomorrow.

District Advisory Committees

Each district administrator of vocational education can establish a district advisory committee. These committees deal with such topics as employer needs for specific types of skill-trained employees, student interests, placement records of former vocational students, vocational guidance, curriculum budget considerations, and program evaluation.

In accordance with Section 3.49 of the *California State Plan for Vocational Education* (1975-76), the advisory committee is made up of representatives of the general public. One or more members must be knowledgeable about each of the following: the disadvantaged, students, teachers, business, industry, school administration, and the local office of the Employment Development Department.

Additional advisory committees may be established to review a particular instructional area or a specific subject field. Every school district should have an advisory committee component to help monitor ongoing vocational education programs and design new ones.

Subject Area Advisory Committees

The district advisory committee may not be able to deal adequately with a detailed study of a specific subject field. Teachers of motor vehicle repair, distributive education, graphic arts, office occupations, ornamental horticulture, restaurant occupations, health occupations, and other technical subjects should establish advisory committees to deal with the specific problems in these areas.

These committees should be composed of community representatives, who, as a group, can advise the instructor on every facet of his or her instructional program: curriculum, job placement, articulation, student recruitment, publicity, equipment, supplies, methods of instructing handicapped and disadvantaged students, and budget matters. Nonvoting members of subject area advisory committees are the subject area teachers and representative members of the school administration, the counseling and guidance services, and the work experience staff.

The teacher, in choosing his or her committee members, should think about a program of work for each member of the committee. Each committee member should be asked to help solve a specific problem or to give advice regarding a specific matter. Each adviser must feel that his or her advice is important to the program. The adviser should not feel "used" by anyone.

Those educators who call their advisers together once a year for a short meeting in order that they can act upon a proposed budget are making a mistake. Such advisers probably will not serve for a second term.

Each subject area advisory committee should have a chairperson and a secretary. The teacher should contact these two people several days before a committee meeting is scheduled in order that they all agree on the purposes of holding the meeting. The chairperson and secretary should be asked to contribute to the proposed agenda.

A notice indicating the date, time, and place of the meeting and the agenda should be mailed to advisers several days before the meeting. All committee proceedings are recorded by the secretary, and copies of the minutes are sent to all voting and nonvoting members of the committee.

Area Advisory Committees

To avoid duplication of effort and to achieve articulation of vocational and technical training programs among junior and senior high schools, regional occupational programs and centers, and community colleges, area advisory committees can be established. Such committees, especially in smaller communities, can serve more than one high school district and can deal with common problems of program design, student placement, and inservice training of instructional and counseling personnel.

An area advisory committee can bring together community advisers from business, industry, and government at one time and place with representatives from all schools in the area, both public and private.

Education Code sections 8022 (6268.2), 8029 (6268.9), and 8034 (6268.15) provide for the creation of regional adult and vocational education councils in areas of the state that have a community college and an adult high school program.* The primary purpose of such councils is to prevent unnecessary duplication of course offerings within a given area.

Each regional adult and vocational education council is comprised of the following members:

1. Four representatives of high school or unified school districts within the council boundaries
2. Four representatives of the community college district or districts within the council boundaries
3. One representative of the office of county superintendent of schools
4. One representative of a prime sponsor under the federal Comprehensive Employment and Training Act of 1973
5. One representative of a private postsecondary educational institution

Summary

All intermediate and secondary school educators should be involved in the use of community resources. The vocational educator may be called upon to play a role in training other educators in how to use community resources to better educate students because the vocational educator will have been trained to use these resources. The importance of community involvement in the schools cannot be overemphasized.

*In all references to the Education Code in this publication, the first number cited refers to the section number in the Statutes of 1976. The number in parentheses refers to the section number in the Statutes of 1973. If there is no number in parentheses, the section is new in the Statutes of 1976.

Work Experience Education Programs

Work experience education in California is a part of the total educational process that assists young people to choose a career wisely, prepare for full-time employment suitable to their abilities and interests, and learn to work with others in ways that are successful and rewarding.

Secondary Schools

An important concept of work experience education lies in the fact that it can turn the business-industry complex of the community into an expansive training laboratory. Secondary school students can improve their skills and assess their capabilities under on-the-job conditions while working with adults on an adult level.

Work experience educators must have some expertise in many areas of education because they must blend the various disciplines. They must have good judgment to balance the needs of individuals with the changing requirements of the industrial community, and they must be able to work constructively with many kinds of people.

To extend opportunities to more students, a work experience operational plan is needed to ensure that students will derive the desired educational outcomes from their school and on-the-job activities. These outcomes can vary according to the student's needs, which might be to explore occupational fields, to gain knowledge about the working world in a real setting, or to develop skills.

Types of Work Experience Education

The three major types of work experience education are the following:

1. Exploratory work experience education. Exploratory work experience education is a combination of related instruction and structured occupational experiences designed to assist the student in his or her career guidance and development process. The student is given an opportunity to systematically observe a variety of occupations. No productive skills are taught. The purpose of this program is to contribute to the career guidance and development of each student.

2. General work experience education. General work experience education is a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. The paid employment need not be related to the student's career goal. The purpose of this program is to help each student gain experience and become a productive, responsible individual.

3. Vocational work experience education. Vocational work experience education is a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal. The purpose of this program is to help each student develop and refine those occupational competencies necessary to acquire employment, to adjust to the employment environment, and to advance in the occupation of his or her choice through a combination of related instruction and employment experiences.

General Benefits of Work Experience Education

Work experience education in California continues to grow as understanding of what it offers increases in the community and in the schools. More people are recognizing that work experience education:

1. Has strong sociological values for holding youth within the American economic system by providing opportunities for early and successful access to wage-earning status
2. Provides a close relationship between the schools and the community, thereby contributing to mutual understanding

3. Has visible economic value to tax-paying employers, who can be the strongest supporters of the schools
4. Furnishes demonstrable proof that there is less delinquency and juvenile crime when students work in worthy, school-supervised jobs and when their contribution to the economy is recognized by both school credit and community approval
5. Offers opportunities for training that the schools cannot provide
6. Gives youth a chance to gain the self-respect and confidence that come from knowing they can meet the standards of adult workmanship

Benefits to Students

Work experience education is a program that helps students make career choices, prepare for careers, develop vocational identities, and make the transition to the world of work. More specifically, a major emphasis is to help the students to do the following:

1. Learn to assume responsibility.
2. Gain knowledge and attitudes necessary for successful job performance.
3. Acquire good work habits.
4. Learn how to get along with fellow workers and employers.
5. Develop personality and poise.
6. Earn necessary funds (except for exploratory work experience education).
7. Realize the connections between on-the-job production and wages.
8. Discover the relationship between education and job success.
9. Explore the fields in which they feel their vocational interest lies, and determine whether or not these fields are suitable for them.
10. Broaden their knowledge of the occupational world and of working conditions in their communities.

Benefits to Schools

Work experience education programs have the following benefits:

1. Provide opportunities to relate academic training to job requirements.
2. Provide for the use of many community facilities and resources for training purposes, thus enabling schools to provide training in fields not otherwise served.
3. Increase the ability of the school to keep students from dropping out.
4. Provide assistance in occupational guidance.
5. Enable the school to keep abreast of developments in the business and industrial world.
6. Provide a direct avenue through which the school can meet community needs.
7. Develop good community-school relations.
8. Acquaint employers with work that can be performed by young people trained in the schools.

Benefits to Community

Work experience education programs benefit the community as follows:

1. Increase the sources of trained workers who will draw higher pay and be more stable.
2. Improve cooperation and communication between school and community.
3. Increase chances that young people will remain in the community after graduation.

Goals of Work Experience Education

Participants in a work experience education program should have the following goals:

1. Recognize that the process and content of the school's curriculum is relevant to career requirements and responsibilities (relevancy).
2. Appreciate the importance of work to personal fulfillment and growing independence and maturity (self-actualization).
3. Analyze career opportunities and their requirements and compare these with personal potential and expectations (self-evaluation).
4. Relate in a positive manner to work experience education sponsors, employers and their employees, and the public being served (interpersonal relations).
5. Identify with and participate in adult roles and responsibilities in the world of work (application).

Community Colleges

Cooperative education is based on the principle that well-educated individuals develop most effectively through an educational pattern that incorporates experiences beyond the college campus. Through these structured experiences in business, industry, government, and human services, the total development of each college student is enriched.

The work experience should be included as part of regular college activities, and the institution

should assume the responsibility for integrating work experience into the educational process. Cooperative work experience education is dependent upon the cooperation of outside agencies and educators in combining to form a superior total educational program for the student.

Forms of Cooperative Education

Two forms of cooperative education are being used in community colleges today. They are general cooperative education and vocational cooperative education.

General cooperative education is a work experience program in which the student is working on a job that may not be related to his or her major course of study. However, this is permissible under the Vocational Education Amendments of 1968 as a means of counseling the student in choosing a future career. Vocational cooperative education is a program in which the student works on a job that is related to his or her major course of studies. This phase of the field experience provides the student with the opportunity to extend his or her college academic major through the world of work.

Cooperative Work Experience Education Systems

Three cooperative education plans or systems exist today. The first and most commonly used plan is referred to as the "parallel" plan. The second plan is commonly called the "alternative semester" plan. Many persons in cooperative education believe that this plan is probably one of the most effective plans, however, many educators also think it is the most difficult plan to put into practice. The third plan is referred to as the "extended day" plan, which is considered by many to be the easiest of all three plans to enact.

Parallel plan. In this plan the student attends school part time and works concurrently in a cooperative education work station.

Alternative plan. In this plan the student attends school during alternate semesters and works on a job or at an assigned work station during the other semesters. Credit is granted for the semesters of work.

Extended-day plan. The extended-day plan is designed so that students who work on jobs during the day can attend classes after work. This plan offers excellent opportunities to persons who are part of the normal work force and who wish to return to school to update their skills.

Each of the three plans offers a great deal of versatility to the prospective cooperative work experience student. The plans can be adapted to fit any cooperative work experience education program.

Growth of Cooperative Work Experience Education

In 1975 student enrollment in cooperative work experience programs was estimated to be in excess of 120,000. Federal legislation under the Vocational Education Act and under Title IV,D, of the Higher Education Act has provided funds for cooperative education and demonstration programs. Project grants under the Vocational Education Act, Part G, and Title IV,D, have helped many colleges to develop and improve their programs.

As programs have grown, the guidelines for program operation have been revised and updated. Advisory committee members and college administrators have seen the need for building high-quality cooperative education programs.

Innovations in Cooperative Work Experience Education

Some of the more interesting innovations that have occurred in community college work experience education programs are the following:

Evaluation. The Community Colleges Occupational Programs Evaluation System (COPES), which was field-tested during the 1975-76 academic year, is recommended for use as a method of evaluating the total cooperative work experience education programs in the community colleges. The field-tested model is available in the Chancellor's Office, California Community Colleges.

Cooperative clearinghouse. In the fall of 1974, a concept of a college cooperative work experience clearinghouse was proposed by representatives from San Francisco area community colleges and local businesses and industry. During the same period of time, the California Industrial Education Council began developing a more homogeneous relationship between community colleges and major employers in the area. A proposal was developed, and the subsequent project was funded partially by the Industrial Education Council and the Chancellor's Office. The clearinghouse, which has been in operation since October, 1975, has been working with the community colleges and local businesses to place students in career-related jobs.

Resource guide. A cooperative work experience education resource guide was developed during the 1974-75 academic year. The guide has been field-tested and validated, and it provides clear directions to cooperative work experience personnel in California's community colleges.

Methods of funding. Methods of funding cooperative work experience education programs fall primarily into two major areas. The Vocational Education Act and the Higher Education Act provide funds for developing, operating, and evaluating cooperative education programs; however, districts often utilize a greater percentage of local and state funds in the operation of their programs.

Apprenticeship Programs

Apprenticeship has existed from the time of the Babylonian Empire to the present, adapting to changing social and economic conditions. It has always been a training program for the efficient development of skilled workers. The apprentice learns the skills of an occupation through productive work. However, with the growing importance of technical information in the skilled crafts and the increasing need for those in the crafts to make sound technical judgments, formal classroom instruction has become an essential part of apprenticeship.

The modern apprentice, who usually works the same hours as the fully skilled worker, is required to attend classes to achieve competence in the technical and related aspects of his or her occupation. This balanced approach, involving both on-the-job training and related instruction in the classroom, has proved to be an effective method of meeting the objective of modern apprenticeship. This objective is to train efficiently the proper number of young people to meet the needs of industry for workers in skilled occupations.

Labor, management, and public education have cooperated in the development and passage of legislation to ensure that public schools would play a significant and active role in the future of apprenticeship. That role of a cooperating and active participant in apprenticeship reflects the position of public education today.

California Apprenticeship Program

The Shelley-Maloney Apprentice Labor Standards Act of 1939 established the California Apprenticeship Council to promote apprenticeship and assigned administrative responsibility to the Department of Industrial Relations, Division of Apprenticeship Standards (DAS). The purpose of the law is to maintain minimum standards in the operation of each program to ensure quality training for each apprentice. In effect, the Shelley-Maloney Act serves to (1) provide a system of occupational training through organized on-the-job training, supplemented by job-related classroom instruction; and (2) guarantee the rights and privileges of apprenticeship training and protect the welfare of individuals registered as apprentices.

Apprenticeship training programs may range from one to five years and include paid employment, on-the-job training, and job-related classroom instruction.

Nearly 30,000 apprentices are registered with the Division of Apprenticeship Standards in over 600 programs, representing over 300 different trades and crafts.

A joint apprenticeship committee (JAC) is a local apprenticeship program sponsor. This committee, which is comprised of an equal number of employer and employee representatives, administers the program for the industry or trade represented and performs duties similar to a local school board. The management and labor representatives are assisted by a Division of Apprenticeship Standards consultant and a representative of the local public school.

Basic Conditions of Apprenticeship

Only an employer can provide an apprenticeship training opportunity. Applications for employment as an apprentice must be made directly with the employer, through a joint apprenticeship committee (JAC), or through the labor union. Applicants must be at least sixteen and have a high school diploma or equivalent. Upon employment, the apprentice and the program sponsor sign a training agreement that is registered with the Division of Apprenticeship Standards. The hiring of apprentices is affected by the employment conditions in the industry. Employment must be on an equal basis without regard to race, religion,

national origin, ancestry, or sex. Entry examinations and interviews are sometimes required.

Establishing an Apprenticeship Program

To set up an apprenticeship program, an employer must first contact the Division of Apprenticeship Standards, which will provide the services of an apprenticeship consultant to aid in developing the program. The consultant works closely with labor unions and employers to set up a joint apprenticeship committee and to develop the training standards.

Employers who have no collective bargaining agreement with their employees establish an apprenticeship advisory group to work with the consultant in developing the apprenticeship standards. Major attention is given to organizing the on-the-job training program to ensure that each new apprentice is trained in all of the job processes normally involved in the occupation.

Arrangements for securing supplemental and job-related classroom instruction usually are made by contacting the local public schools. Some apprentices are enrolled in regular classes already offered by the schools. When a sufficient number of apprentices is involved, the schools often will provide special classes.

Becoming an Apprentice

Individuals who are interested in becoming apprentices should consider their individual aptitudes and interests very carefully. In addition, they should carefully investigate the occupations that attract their interest. Once an occupation is selected, the next step is to locate an employer who has an apprenticeship program and a job opening. In addition, applicants should contact the local labor union office and the joint apprenticeship committee office.

Role of Public Schools in Apprenticeship

Public schools may provide the related and supplemental classroom instruction portion of the apprenticeship program. The instructional services and professional assistance provided in cooperation with local apprenticeship program sponsors are the following:

1. Classroom instruction that is coordinated with on-the-job training experiences
2. Professional education assistance and consultant services to local apprenticeship program sponsors (joint apprenticeship committees)
3. Apprenticeship information and counseling to students to promote apprenticeship as a means of entering and progressing in the world of work
4. Basic job skill training for in-school youth to prepare them for entry-level employment through apprenticeship

State Department of Education and the Community Colleges

Approximately 65 percent of all apprentices in related instructional classes in California schools are enrolled in the community colleges. The remaining 35 percent are receiving instruction in secondary or adult schools.

The State Department of Education and the community colleges share the responsibility for training apprenticeship teachers and coordinators, developing instructional materials, coordinating the program among districts, assisting state apprenticeship committees with statewide problems of an educational nature, and giving technical assistance to schools operating apprenticeship classes.

The local school district is the educational unit that actively participates in the training of apprentices. This participation was provided for in various sections of the California Education Code and in Section 3074 of the Shelley-Maloney Act. The principal services of participating districts are hiring apprenticeship teachers, operating classes, coordinating school instruction and on-the-job training, and advising students about on-the-job conditions that affect training.

Advantages to the Individual

Apprenticeship offers young people the following advantages:

- A chance to earn while they learn
- Job security
- Greater earning power
- Greater opportunity for advancement
- Greater job satisfaction

Advantages to the Community

A nation's skilled craftsworkers can be one of its greatest resources. This was amply demonstrated in World War II when American production contributed so much to the winning of the war. The phenomenal mobilization of American industry in the early war years was possible because of the nucleus of skilled craftsworkers in the country.

Apprenticeship also provides many indirect benefits to the community. On the average, a completed apprenticeship provides the individual

an annual income equivalent to that of a person with three years of college education. This increased earning power means more jobs and more money in the community.

Apprenticeship also provides increasing opportunity for members of ethnic minority groups. In 1960 only 10 percent of the young people in apprenticeship in California were from ethnic minorities; today, 23 percent come from minority groups. This is especially significant when the overall growth of apprenticeship is considered.

Women in increasing numbers are entering the skilled trades through apprenticeship. The number of female apprentices indentured in California is still small, but it is growing. School personnel can encourage this trend by bringing apprenticeship opportunities to the attention of young women who will soon be entering the job market.

Licensure Programs

Techniques for the regulation of workers in health occupations have been developed and administered, either by appropriate professional organizations or by legally constituted authority in the respective states, as a means of safeguarding the public against unqualified or unscrupulous persons. Therefore, regulatory procedures such as licensure, certification, and registration in certain of the health occupations have been established.

Licensure

State laws have been enacted to clarify the minimum qualifications for persons and the standards to be met for practicing in an occupation. Physicians, nurses, dental hygienists, and a growing number or paramedical personnel representing these groups have sought and helped to establish state laws for licensing practitioners in their fields. They also have found that mandatory regulation of these occupations under state licensure laws best serves the public interest. Employers, too, have come to rely upon the legal licensing agency for assurance that a practitioner is qualified.

Certification

Professional societies endeavor to improve the quality of services provided by supportive personnel in health fields through voluntary certification of individual workers. Standards pertaining to education, experience, and personal qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedure. Applicants wishing to become certified under these standards must make application to the certifying board of the association and comply with the certification of standards.

Registration

The term *registration* is used by certain occupational groups interchangeably with either the term licensure or certification. A registered nurse is a nurse who is licensed to practice as a professional nurse or as a technical-level nurse. A registered medical librarian is certified by and registered with his or her professional association.

Cooperative Vocational Education Programs

Cooperative vocational education is a cooperative program which combines relevant work experience with related instruction that enables students to acquire the knowledge, skills, and attitudes necessary to enter and/or progress in a chosen occupation.

A cooperative vocational education program is designed for persons who, through an arrangement between the school and employers, will receive classroom vocational education instruction and related paid work experiences on the job. These two experiences, however, must be planned and supervised by the school and employers so that each experience contributes to the student's education and to his or her employability. Work periods and school attendance will be flexible so that students can fulfill the requirements of the cooperative vocational education program.

Program Standards

The program should be operated by a teacher who holds a valid California credential authorizing the holder to teach a vocational education subject. The student-to-teacher ratio should be such that will provide adequate coordination of employment experiences. Teachers should prepare a plan of training in cooperation with the student, employer, and appropriate vocational instruction teachers. Teachers should make periodic personal contacts at the students' training stations to determine the adequacy and quality of training and to ensure that the provisions of the plan of training are being met. Teachers should prepare, in cooperation with the student, employer, and parent or guardian, when appropriate, a training agreement outlining the responsibilities of each party to ensure the quality of a student's instruction. The program should be organized to ensure that each student will have a sufficient number of hours of training to accomplish the objectives of his or her plan. The district should provide sufficient coordination time to ensure adequate program planning. The district should provide a program of professional growth and development to ensure that the cooperative vocational education personnel will be able to develop and maintain necessary skills and knowledge.

Program Administration

Cooperative vocational education programs are administered by the local education agencies with the participation of public and private employers to provide on-the-job training that may not otherwise be available to persons who can benefit from these programs. Such training must meet specific standards. On-the-job training must be related to existing career opportunities. Other workers must not be displaced. Student-learners must be employed in conformity with all applicable state and federal laws and regulations.

In conclusion, the cooperative vocational education programs provide opportunities for students to gain an integral on-the-job training experience that the school alone cannot provide.

Community Classroom–Occupational Education Programs

Community involvement and community interaction are not new concepts. Occupational education has been drawing upon the community since the inception of the guild system, which has roots in the development of this country.

Community Involvement

Compulsory education and the inception of the Fair Labor Standards Act of 1938 tended to draw the American secondary student away from the community into the sheltered environment of the school. Now we are starting to recognize that such a completely sheltered setting can have a negative effect on the work values instilled in students.

Current Trends

Parents and the business-industrial community both have expressed concern about the basic skills and work values that students are receiving in the local schools. Obvious cliches are expressed about the youth of today. "They have no pride in workmanship." "They have no concept of putting in a full day's work." "They can't even make simple change." Such loss of confidence in the educational system has led to studies and change in the education system. Current trends include the following:

Career education. Students develop skills to deal with the career intervals through which they will pass. This process, while product oriented, infuses all segments of the curriculum and draws upon the entire educational community to join in the partnership of developing student career direction.

Competency-based curriculum. Teachers have been defining the specific knowledge, skills, and attitudes that students need to demonstrate success in given disciplines. Occupational education has provided leadership in such methodology. Now it is filtering down to the basic and academic curriculum.

Community classroom experience. Student role models are being developed. Concern has been raised about students mixing with adults and assuming adult roles. Such concerns and community cooperation have led to expanded use of the community in the secondary program.

The community classroom concept currently lacks commonality in definition by local educational agency personnel and is being interpreted to mean many things to many people. While we are seeking participation of the community, we must also address the problems that will be created by the expanded use of the community. We must address those problems early in our growth and provide for a workable partnership between teachers and the community participants.

The community classroom represents all the teaching experiences that take place away from the school site under authorized supervision by the school staff. Such experience should not be limited to the off-campus experience. It should include the interaction of the community in the school setting. Career education programs, volunteer programs, and content advisory committees share some common problems with the community classroom. These common problems must be dealt with jointly if a cooperative program is to exist.

Examples of Programs

An early example of cooperation between the business community and the schools was work experience education. While the basic programs of work and school were found in the continuing educational programs, the real structure that exists today in California did not develop until the early 1960s. The different types of work experience education are as follows:

Cooperative vocational education. Cooperative vocational education is defined as a vocational education program in which the students receive formal vocational classroom instruction and regularly scheduled, paid, on-the-job learning experiences. The students develop and refine occupational competencies needed for entry-level employment or advanced training in a specific occupational field. The formal vocational instruction is provided in a "control class" that is limited to students enrolled in a cooperative vocational education program. The instructional content is derived from an analysis of the competencies (attitudes, skills, and knowledge) needed by individuals employed in a specific occupational field and from the learning experiences recorded on student-learner training plans.

General work experience education. General work experience education is a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. The paid employment need not be related to the student's career goal.

Exploratory work experience education (secondary). Exploratory work experience education is a combination of related instruction and structured occupational experiences designed to assist the student in his or her career guidance and development process. The student will have the opportunity to systematically observe a variety of occupations.

Vocational work experience education. Vocational work experience is a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal.

Cooperation Between Agencies

Occupational opportunities for students have increased significantly through the cooperation of different educational agencies.

Contracts with other public school agencies (community college and adult education). The occupational purpose of vocational education contracts is to provide a means whereby high-quality vocational, technical, and occupational preparation opportunities can be extended to a larger number of public school students through *public* post-secondary vocational schools.

Vocational education contracts. The occupational purpose of vocational education contracts is to provide a means whereby high-quality vocational, technical, and occupational preparation opportunities can be extended to a larger number of public school students through *private* post-secondary vocational schools.

CETA manpower programs. The prime sponsor agencies develop training programs using existing facilities available to provide on-the-job training to students.

Participation in Community

The growth of the career guidance centers and the increased community involvement in the schools have benefited the career-oriented student.

Public school volunteer programs. Students can participate in activities conducted within the community by such organizations as the Boy Scouts, Candy Stripers, and Junior Achievement.

Field trips and speakers. Groups of students can visit places of employment or career centers. The classroom and/or career center discussion leaders are volunteers whose employers make them available to visit schools during school hours to discuss their occupation, career field, or other current topics of interest.

Intern programs. Several school districts are experimenting in research-based programs in which students enter into research projects as interns in government departments and businesses. The student identifies a problem, researches the solution, and suggests solutions. Credit is granted in a specific course.

Other Community Resources

Finally, academic instructors have been involving students in the general community to enrich the classroom instruction.

Community-based classes. Government or industrial facilities are provided for the instruction of specific academic courses such as music, art, or science. The teacher is assigned for the course of instruction, and no occupational aspects of the location are involved in the class presentation (similar to occupational classes when the facility may be leased and the teacher is at the site).

Independent study. The student uses community resources to achieve his or her objectives.

Each of these programs provides a unique opportunity for students to gain interaction with adults needed to assume adult roles in the world of work.

Authorization and Administration

Many facets of the community classroom program have been discussed. The significant autho-

rizing legislation that has led to this program's expansion is found in Education Code sections 10400 (1068), 51760 (5985), and 51769 (5992).

Commitment is the key word to establishing an effective community classroom program. The school board and district administration must be supportive of the concept and willing to provide the leadership to make it work. They should actively encourage the participation of the school staff and the community. Factors that follow this commitment and lead to success are the following:

Staff commitment. The staff should be committed to community involvement.

Leadership. Specific individuals at the district and local school level should be given the responsibility of coordinating the program.

Support services. Community-based programs will have different needs. Allowances must be made for (1) transportation; (2) coordination; (3) office and clerical support; and (4) insurance.

New staffing patterns. Existing staffing patterns must change to provide for proper staff utilization. A minimum of two-hour blocking is necessary. Release time for coordination is often needed, and the existing campus program will have to change. This change can have a positive or negative effect, depending on the flexibility and creativity of the staff and administration.

Public information. The community needs to be made aware of the program. The effectiveness of the public information program can be measured by the number of students and community members who become involved.

Management system. The failure of most community classroom systems can be traced to the lack of a management system to coordinate the efforts of all participants. Priorities need to be established, monitoring systems need to be developed, and records need to be maintained to ensure maximum access to what could be limited resources.

Community Classroom Problems

The community is not the limitless resource that some reform documents would lead you to believe. We must face the reality that some people, businesses, and organizations are not that enamored with the youth of this nation. The available resources must be used to the maximum. In working with the community, administrators may encounter the following problems:

Overlap of community contact. All of the prime educational agencies are contacting the same people as community resources for placement, training sites, or involvement in the training program. Some businesses are asking the question, "Who is in charge?"

Liability coverage of program sponsors. When we get outside of the realm of the occupational program, real questions arise regarding liability coverage for the program sponsor. For example, is school board approval of the program sufficient to cover the program under the district liability policy?

Placement program responsibilities. Federal and state regulations on vocational programs stress placement. The competition for the pool of jobs has increased in intensity between schools, labor groups, and governmental agencies.

Interagency relationships. When programs are offered away from the school site, those agencies that regulate the other institutions must be involved in the planning. Interagency problems are probably the ones that affect these programs the most.

Medical injury coverage. In occupational programs the worker compensation coverage is clear. An expanded program of insurance is needed for academic programs.

Transfer of credit. While this problem is diminishing, recognition of community-based activities at the college level continues to plague some students. We need to address the problem of transfer of experiences or credits.

Transportation costs. Who is liable when a student moves from site A to site B when both sites are places where programs are offered or supported by the school district?

Liability. What is the liability of the school when a student who is placed by the school as a part of a school program damages property at a community site?

Articulation between educational agencies is the remaining problem to deal with. It is compounded because the articulation must include many community variables other than the community classroom. Now we must be concerned with all facets of the program that will involve contact with the community on behalf of the school. Some of the agencies that must be considered in light of expanding career education programs are the following:

Elementary schools. Speakers, tours, and exploration activities have become popular with this group. Some support services must be provided. If joint coordination can be provided, it will be meaningful.

Community placement agencies. Local government, employment agencies, and private groups are all involved in youth placement programs. The overlapping contact needs to be coordinated.

Community colleges. These institutions can be competing for the same facilities and personnel. Delineation of roles and cooperation must take place with these programs.

Community Classroom Coordination

Some program operators have already started to work on the problems that have occurred in community classroom coordination. Examples are the following:

Coordinating councils. All of the interacting agencies sit on a coordinating council and work out the overlapping problems which exist. Joint promotion can take place and delineation of function can happen. Each of the agencies can decide on the services which it will provide in a coordinated program.

Consortium groups. In areas where there might be limited resources in each of several areas, the consortium approach might be used to expand the total capability and access of each member of the group.

Community resource handbook. Development of a resource handbook can be a vital link to placing into perspective all resources and sharing information with the instructional staff. In some communities the program can be computerized so that access and utilization can be placed at the user level.

Facilities contract. Although many institutions would be comfortable with oral agreements, the school and the community need the mutual protection of a facilities contract. Such an agreement can provide the following benefits:

1. Protect the student against exploitation.
2. Protect the sponsor in the case of a labor dispute with an enforcement agency.
3. Establish consideration of labor-management problems.
4. Ensure a reasonable period of use for instruction.
5. Provide delineation of liability.

Under existing state laws such agreements are mandated in certain types of community-based programs. Academic programs that do not involve occupational training would not meet the detailed work plans necessary in the occupational programs.

Staff professional development. Bringing the expertise of the staff up to a desired level can be accomplished with the help of chambers of commerce, industry education councils, and business associations. These organizations all have an interest in getting maximum input into the educational system. Each organization has its reasons for wanting input, and these reasons must be considered and dealt with before the school is committed to a joint program.

Summary

The different community-based programs that exist in the secondary setting have been treated in this chapter. All that is left is the individual plan of action. This plan should include the following:

- Organizational plan. What components do you want to include, and who will be given the responsibilities?
- Program objectives. What do you expect to accomplish with the program?
- Program timeline. When do you expect to accomplish each component?
- Program evaluation. How will you know you have accomplished what you set out to do?

The community and the school should work together to provide enriched experiences for the students. Can the educational community utilize its resources wisely? For the sake of the students we serve, we must work toward that goal.

Regional Occupational Centers and Programs

Because regional occupational centers (ROCs) and regional occupational programs (ROPs) are required to follow the *California State Plan for Vocational Education*, all the services provided by secondary school vocational education programs also must be provided by regional occupational centers and programs.

Purpose

Regional occupational centers and programs are designed to supplement existing vocational education programs. Before any course is implemented, one must examine existing vocational education delivery systems and the needs of the community. Community resources must be used extensively, and each district must present its plans for operating the program.

A regional occupational center is designed to offer vocational education at a single location. The students attend their regular comprehensive high school and then continue their training at the center. Regional occupational programs, however, use existing locations and facilities to offer vocational education training. In the ROPs courses are offered at various locations, supplementing existing facilities to update equipment and bring in needed supplies.

In recent years both ROCs and ROPs have redesigned their course offerings to become more flexible. Presently ROCs are offering "satellite" courses away from the center, and ROPs are finding that certain courses can best be operated at a central location. Although each delivery system is unique, both are finding themselves more and more involved in the community to bring to the residents better vocational training.

Organization

As mentioned earlier, ROCs and ROPs are designed to supplement existing vocational education programs. Before they can be established, each school district that incorporates a secondary school must have its board of education vote to participate.

Two or more school districts may decide to form a joint powers agreement and extend a delivery system in this fashion. Several districts can vote to have their county operate the ROC and ROP, or the district can choose to implement its own. The community actually becomes involved when the elected members of the local school board decide to establish an ROC or ROP.

Ad Hoc Advisory Committee

Before an ROC or ROP can begin offering courses, it must receive approval from the State Board of Education.

Existing vocational education needs must be analyzed to determine the type of courses to be offered initially, and this requires extensive community involvement. Chambers of commerce and community task forces are started on an ad hoc basis to give the administration the necessary input for course offerings, methods of instruction, and organizational patterns.

After the ROC or ROP is approved, this ad hoc committee generally meets periodically to monitor the activities through the development stages and generally disbands when the ROC or ROP becomes operational.

Subject-Matter Advisory Committee

Before a course is initiated, citizens who are directly involved in a certain occupational area are asked to serve on an advisory committee. They meet originally to advise on whether a certain course or series of courses should be offered; then they are asked to provide input on labor demand, quality of applicants, items that should be put into the curriculum, student prerequisites, and the like.

Community Classroom

Probably no other vocational education delivery system uses the community classroom concept more than the ROCs and ROPs. The community classroom is defined as a site or a series of physical locations in which occupational training programs are conducted. The community classroom has as its general purpose the expansion of occupational training opportunities by using existing sites and facilities other than those of the public schools.

By using an existing business as the laboratory for formal classroom instruction, the students can gain insight into the real work environment. The facilities are usually more up-to-date because the same facilities are being used by private enterprise to conduct business. The community classroom also allows the public school entity to use equipment not available in the school. This allows more funds to be used for lower teacher-student ratio, better supplies, and quality student services.

The community classroom method, however, requires certain new types of constraints on the public entity. All educational codes must be adhered to, and, because the private business person is involved, all labor codes must be observed. The ROC or ROP staff must be able to assure the business person that there is no violation of the following codes:

Education Code. Business persons are not hesitant to assist public education, but they sometimes are reluctant to participate unless the public entity can assure them of the educational intent of their participation.

Labor Code. All of the appropriate labor codes must be adhered to. The business, not the school, is liable if violations occur.

Motor Vehicle Code. When minors are involved, certain restrictions are applied to commercial activity.

Workers' Compensation Code. Special laws cover students for workers' compensation.

Industrial Relations Code. Safety standards for adults and for youth must be adhered to.

A high degree of supervisory sophistication is necessary to assure the lawmakers, the participating business representatives, and the students that education is the sole purpose for this type of community involvement. Violations of any of the preceding laws can damage community relations.

Contracted Instruction

Another method used extensively by ROCs and ROPs is contracted instruction by other public schools or by private schools. When it becomes economically feasible to do so, and there is no compromise in instruction, the ROC or ROP may decide to allow, by contracting to another agency, students to enroll in a specialized program of instruction.

The public or private agency, because of ongoing instructional programs, has invested in equipment and already has qualified staff to instruct students in its area of expertise. Instead of a large investment in a course that may or may not continue, based upon advisory committee input, the ROC or ROP can be flexible in its course offerings and put its resources in other offerings when necessary. All contracts should be monitored carefully to ensure that the goals of the ROC or ROP are similar to those of the contracted agent.

Apprenticeship Programs

Many ROCs and ROPs, especially those located in large metropolitan areas, are involved in training apprentices for defined trades that require certain standards for entrance.

Apprentice training is a three-way cooperative arrangement with (1) the employer, who pays the student while he or she is being trained; (2) the union, which develops the criteria for training and in some cases for student selection; and (3) the ROC or ROP, which provides the formal classroom training.

This type of training allows the student to spend the required amount of time in the training program as determined by the community rather than by the educational agency; the educational agency becomes the main vehicle for the training. The advisory committee in this instance actually becomes the approval agency. It determines whether or not a course should be continued. In essence, these courses are "closed" to anyone wishing training unless the prospective student is approved for entrance.

Sales to the Public

Special legislation now permits secondary schools to operate a business to sell to the public. As an integral part of the skill training, students also learn the ancillary activities that take a product of service from its inception to its final goal—consumer acceptance of the activity. Businesses may purchase student-made goods. Such businesses might include retail stores, house building and sales, and nursery sales. This whole process can give the student knowledge in production, fiscal management, promotion, sales, and inventorying unique to a particular vocational subject

area. Consumers buy the product, and the student can see the final acceptance by the community through the sales.

Study Trips

As in any educational program, students can benefit greatly by observing the industry being studied. The ROCs and ROPs attempt to use this method of instruction; however, if the student is in secondary school, it becomes a problem with the high school because two secondary agencies must release the student for the activity.

Advisory committee members are always able to give advice on potential field trips, and they often volunteer their own places of business.

Cooperative Vocational Education

Recent legislation has made it possible for the ROCs and ROPs to offer and conduct cooperative vocational education programs in which the student learns skills in the classroom and practices those skills on a paid-employment basis.

Work Experience Education

Although recent legislation permits the ROCs and ROPs to maintain work experience education, attendance apportionments may not be allotted from state school funds.

Placement and Follow-Up

Each ROC or ROP is required to contact its graduates to determine what progress they have made. Through the placement and follow-up procedures, the community becomes involved in the evaluation of the ROCs and ROPs.

Summary

Regional occupational centers and programs are totally involved in the community and cannot survive without its cooperation. The community is involved through the ad hoc committees, subject advisory committees, community classroom activities, and other means. The actual placement of students is the final step in community involvement.

No other public educational delivery system has involved the community as much as the ROCs and ROPs. Because they are designed specifically for one purpose, vocational training, the ROCs and ROPs rely heavily on the community for all phases of training.

Vocational Education Contracts

The vocational education contract is a written agreement between any public entity and a private postsecondary vocational school whereby the private postsecondary school provides vocational instruction to pupils enrolled in any public entity. The contractor must be a private postsecondary vocational school that has operated pursuant to the provisions of Education Code Section 94310 (29023) or 94312 (29025) for a period of two years or has received final approval by the Bureau of School Approvals.

The public entity is defined as any school district, community college district, county superintendent, or governing body of any agency maintaining an ROC or ROP. A student is defined as any individual who may benefit from the vocational instruction under contract with a private postsecondary school and who has either reached his or her sixteenth birthday or junior class standing in a public secondary school, or who has been recommended by the chief school administrator of the public entity to participate in instruction provided by a private entity.

An important benefit to the public school entity and to the state can sometimes be fiscal savings. In many cases it would be impossible for the public school entity to offer the same type of training for equal costs. By contracting, the public school entity does not have to purchase expensive equipment, secure appropriate facilities, or hire the teaching staff.

Some areas of concern do exist, however. All contracts with private postsecondary schools must be based upon employment needs and identified job opportunities, and the instruction offered by the private schools must be related directly to these needs and opportunities. The proposed course or classes should not duplicate other training opportunities in the region served.

The courses or classes offered by the contract must provide vocational education opportunities for a greater number of students than would otherwise be possible. Likewise, all courses must meet the standards set forth in the *California State Plan for Vocational Education.*

Financial Aid Programs

Work-Study Programs

The work-study program under Public Law 90-576 (Part H, Vocational Education Act of 1963 as amended in 1968) is designed to provide part-time employment for students who need the earnings from such employment in order to commence or continue their vocational training on a full-time basis.

Work Study Criteria

Local education agencies seeking reimbursement of local funds to be spent through a work-study program should make application to the State Department of Education, Vocational Education Unit, prior to any spending. The application (which is available through the regional office of vocational education) should give a detailed description of the program and a rationale for expenditures. The application should contain the following:

1. The number and percentage of unemployed youths between fifteen and twenty-one years of age
2. The number and percentage of youths between fifteen and twenty-one years of age who have dropped out of school
3. The criteria for selecting places of employment, the means of determining hours of work, and the compensation practices
4. The manner in which student eligibility is determined
5. The nature and amount of district support, including financial, personnel, and ancillary services
6. The criteria for evaluating program effectiveness

Applications will be reviewed on the basis of the above criteria and the procedure that the local education agency has developed to administer the program. Approval or disapproval will be given in writing.

Eligibility Criteria

To participate in a work-study program, the student must meet specific eligibility criteria. These are the following:

1. The student has been accepted for enrollment or, if he or she already is enrolled, is in good standing and in full-time attendance as a student in a program that meets the standards prescribed by the *California State Plan for Vocational Education* and the local education agency for educational programs.
2. The student is in need of the earnings from such employment to commence or continue the vocational education program.
3. The student is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment.
4. The student is capable, in the opinion of the appropriate school authorities, of maintaining good standing in the school program while employed in the work-study program.

Employment Criteria

Work-study programs are to be administered by the local education agency and are to be made available (to the extent of available funds) to all qualified youths in the area served by such agency.

Funds granted to the states under the Vocational Education Act and allocated to the local education agency for a work-study program are to be used solely for payment of wages to students in the work-study program. Furthermore, at least 20 percent of student wages are to be paid from local funds. All other expenses associated with the program—salaries, administration, Workers' Compensation, and the like—must be borne by the local education agency.

No student may be employed more than 15 hours in any week during which classes are in session. Furthermore, the student is not to receive compensation in excess of $45 per month or $350 per academic year or its equivalent, unless the student is attending a school which is not within reasonable commuting distance. In that case, compensation may not exceed $60 per month or $500 per academic year or its equivalent.

No limitations are placed on the amount of compensation an eligible student can earn during the summer, and such earnings do not affect the amount of compensation allowable during the academic year. A student would be limited, however, to 15 hours of employment per week while attending class on a full-time basis.

Employment under the work-study program is by the local education agency or by some other public agency or institution (federal, state, or local) pursuant to a written arrangement between the local educational agency and the other agency or institution. Work so performed must be adequately supervised and coordinated and must not supplant present employees of such agency or institution.

Comprehensive Employment and Training Act Programs

The purpose of the Comprehensive Employment and Training Act (CETA) of 1973 is to provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons and to ensure that training and other services lead to maximum employment opportunities and enhance self-sufficiency.

The prime sponsor is the basic governmental unit to which the CETA funds may be allocated. A prime sponsor may be a unit of local government with a population of 100,000 or more persons or a combination of local government units including at least one unit with a population of 100,000 or more.

The local education agency, known as the deliverer of services, becomes a partner with its local prime sponsors by providing vitally needed vocational training for the unemployed, underemployed, and economically disadvantaged. With the assistance of CETA professional personnel, all community resources are brought into focus to serve the CETA participant. Each project contains such supportive vocational education services as may be needed to ensure that a trainee is provided with employable skills. Such community resources are contracted to provide required elements of a successful program.

Each occupational training program includes an advisory committee comprised of community persons knowledgeable about the job market, job performance requirements, and population needs.

Youth Employment Programs

For the purposes of CETA youth employment programs, participants must be between fourteen and twenty-two years of age. Eligibility for participation in a CETA, Title I, activity is determined by the following criteria. The participant must:

1. Reside within the geographical area covered by the prime sponsor's comprehensive employment plan.
2. Be unemployed, underemployed, or economically disadvantaged.

An unemployed person is defined as a person who is without a job and wants to work and did not work during the calendar week preceding the week in which the determination of eligibility for participation is made. This classification is generally known as "near poverty."

An underemployed person is defined as a person who (1) is working part time but has been seeking full-time work and whose salary relative to his or her family size is below the poverty level; or (2) is working full time but whose salary relative to his or her family size is below the poverty level. The poverty level salary shall be an annualized salary based on the actual salary for the three months prior to application.

An economically disadvantaged person is defined as a person who falls within one of the following categories:

1. An individual or member of a family whose income is less than the poverty level as established by the Bureau of Labor Statistics
2. An individual or member of a family who is on a social welfare program
3. A foster home child or a person who is otherwise a ward of the court

CETA prime sponsors are required to give special consideration to the needs of eligible disabled veterans, special veterans, and veterans who have received other than a dishonorable discharge within four years before the date of their application. Youth who are employed under CETA, Title III, of the act must meet the poverty level guidelines, be on a welfare program, or be declared a ward of the court.

Work Experience Programs

The types of work experience programs that may be conducted under CETA are basically determined by the local contracting agency and the prime sponsor. In CETA, Title I, programs, participants may be either poverty level or classified as "near poverty." Enrollees may be paid for work activities, training programs, or such activities as career guidance and counseling.

An on-the-job training component in cooperation with businesses and industries in the private sector may be conducted under the guidelines of CETA, Title I. In these activities, a training grant at a predetermined rate is paid to the cooperating employer for each hour the youth is employed. The cooperating employer is required to pay the enrollee at least the federal minimum wage rate per hour. The objective of the on-the-job training component is to train the enrollee and prepare him or her for full- or part-time work.

The only basic constraints governing the cooperative on-the-job programs with the private sector under CETA, Title I, relate to federal and state child labor laws; the training for occupations which require at least two weeks of preemployment training (unless an immediate employment opportunity is available); and expectation of employment for the trainee in the occupation for which the person is being trained.

Certainly, enrollment in work experience education under shared supervision by a credentialed school employee, coupled with the benefits of related instruction, can be justified—additional school apportionment notwithstanding. Many youth, for some reason or another, never enroll in vocational programs, yet they are the very persons who are in most need of these pragmatic educational experiences. Work experience education can help to close the gap and possibly be the catalyst that provides the thrust to involve more disadvantaged youth in vocational education programs. In such programs young people can contribute not only to their own well-being but to the well-being of society.

Executive Intern Programs

The executive high school intern program, which was initiated in New York City, permits students to spend four days of the normal five-day school week in the office of an executive, a manager, or a person with decision-making responsibilities. Private businesses, government offices, public agencies, community service organizations, and other groups participate as sponsors.

In accordance with California Education Code sections 10400 (1068) and 46300 (11251), a high school district can place a student for a full day of learning activities with an individual who does not possess a teaching credential. Furthermore, the district may receive state funds for the student as if he or she were attending school in the classroom.

Each executive intern serves as a special assistant to officials in government, private nonprofit agencies, civic organizations, educational and cultural institutions, communications offices, or private businesses.

Basic to the concept of the intern program is the close working relationship established between the student and the sponsor. The sponsor is the person at the placement setting who has the primary responsibility of working with the student on a daily basis.

Program Description

The student is assigned to the placement setting for four days a week for the normal working day of the agency. On the fifth day of the week, the student returns to his or her school for classes or for internship program meetings with the district coordinator.

While the student is involved with the placement setting and the roles of individuals in that setting, he or she can observe how the legal and administrative responsibilities of the manager or leadership person are carried out and how management and decision-making functions are handled. The interns learn that interpersonal relationships and interpersonal communications are critical to the success of any organization.

The students improve their personal skills. They build confidence in their ability to communicate with other people. They learn to recognize the need for planning if one is to fulfill objectives and contribute individual responsibility to the agency. In addition, interns have opportunities to expand their communication skills. Placement activities may require writing letters, doing research, and preparing background information.

Administratively, the local school district is responsible for operating the intern program. The program is funded at the same per-pupil cost as classroom instruction.

A positive aspect of the intern program is the relationship developed between the sponsor and the student. The strength of the program is the full-time, four-day-a-week placement that allows time for more effective planning by the sponsor and time for effective involvement of the student in the actual activities in which the sponsor and the organization are engaged.

A school program called an "executive" high school internship connotes the selection of participating students from the upper percentile of high school achievers. To limit the program to such students would not take into consideration the needs of many individuals within the student population who may be qualified. This type of program could be beneficial to any student recommended by teachers and counselors. Prospective interns should have the qualities of initiative, perseverance, independence, and the ability to communicate. Above all, the student must have a desire to seek experiences beyond and outside of the classroom environment.

District Responsibilities

The district should decide to what extent it is or is not liable for the student's welfare and clarify this liability to the sponsoring agency. Guidelines should be established for transportation, travel, and expenses while on the job.

A written statement of learning objectives should be developed cooperatively with each student. Although the objectives should be defined by the purpose of the program, written objectives should be developed by the student and the coordinator once the student has expressed a desire to be in the program.

The sponsor's role in the evaluation should be agreed upon in advance. Frequent input from the sponsor regarding the student's performance is an important aspect of the program. By using the refined objectives developed cooperatively by the sponsor and the student, evaluation can be an ongoing process.

Written evidence should be presented periodically to the sponsoring agency by the school coordinator regarding the student's progress on days the student is at the school. If a placement must be discontinued, a written report should be provided to the student, the sponsor, the parents, and the school district.

Each student should be given an opportunity to explore different placement settings before making a decision. Students who are not motivated in the traditional high school settings may display characteristics or abilities in other settings that would indicate that placement in an internship program would be beneficial.

Providing Input

The sponsors need to provide input for the operation of the program. Even though their experience may be limited because they cannot see the full program in operation, each sponsor formulates valuable comments and conclusions. The sponsors should contribute their suggestions to the program revision process.

Student input is a valuable part of the evaluation of the program. Some means should be provided for the student to express comments, criticisms, and feedback to the sponsor, to the agency, and to the coordinator.

Summary

The high school intern program provides an enriching experience for the student. The concept of the program is compatible with the kinds of educational experiences recommended by the Reform of Intermediate and Secondary Education (RISE) Commission. In addition to offering a stimulating educational experience for young people, the program is beneficial to the local school system as well as to local sponsors and agencies.

Furlough Programs

Economic pressures and lack of academic motivation are two of the reasons that students leave school before graduation. Dropouts often cannot comprehend the relevance of the educational program, or they may be unable to adjust to school rules and regulations.

In few other cases is the importance of community involvement in education so evident. The community at some point must deal with the problem of potential dropouts. Will the community be dealing with well-educated youths or with unskilled, underachieving, and undermotivated dropouts?

Project Furlough

In 1973 an experimental project was initiated by the Los Angeles Unified School District to examine the feasibility of temporarily releasing potential dropouts from school. The objective was for the students to gain experiences in the adult world in the expectation that such experiences would strengthen the students' educational motivation. The project, called Project Furlough, was initiated with the support of the California Legislature.

Project Furlough provides off-campus educational alternatives for potential dropouts in grades ten through twelve. Students involved in the project leave high school for periods up to one year to engage in paid business experience, in volunteer community service, or in independent research or study. The project is tailored to the needs of students who have poor attendance records or low academic achievement; however, the students are offered furloughs only after all other educational opportunities have been exhausted.

Off-Campus Objectives

Project Furlough students participate in a variety of activities while on leave from school. Many concurrently engage in more than one type of activity, and many change activities during the course of the leave. The students determine their own off-campus objectives; however, their goals are subject to the approval of the school and the parents. A contract is formulated to describe each student's activities.

Students are encouraged to provide volunteer service to community agencies and other humanitarian groups. Some students volunteer their services to schools as tutors and aides, and some serve in municipal offices and clinics. The experiences gained in these activities often result in positive attitudinal changes that prompt students to continue their education.

Liaison with Students

Guidance in the off-campus activity is an essential element of the project activities. Each furloughed student selects or is assigned a school liaison person who (1) assists the student in preparing a furlough contract; (2) maintains contact with the student during the furlough period; and (3) evaluates the furlough experience to determine the amount of school credit that can be granted.

The key to the success of a furlough program is the relationship between the liaison worker and the student who is about to drop out. For many potential dropouts, this may be their first meaningful, positive relationship with a professional educator.

Evaluation of Furloughs

The furloughed students are required to produce some type of evidence of their experiences. This evidence may consist of daily logs, written employer reports, written student reports, interviews with liaison personnel, tests, pay stubs, or attendance records.

Upon completion of the furlough, a committee examines the furlough evidence to ascertain the amount of credit that can be granted toward graduation. Credits generally are based on the courses currently offered in the school district. The evaluation committee determines whether a student has met the general course objectives as established by the district board of education.

In evaluating the overall success of the furlough program, the liaison person carefully examines records of the student's experiences, evaluation data that the liaison person considers are the reason for the furlough, descriptions of furlough experiences, number and types of contacts between student and liaison workers, types of evidence to verify furlough experiences, rationale for granting credit, amount of credit granted, student status after the furlough, and reactions of parents and others to the furlough program.

Community Involvement

The successful integration of education with community resources is a major factor in operating a furlough program. In few educational programs is there such a need to coordinate and utilize community resources. As students leave school to explore the adult world, the community inextricably becomes involved in their educational future.

Several years of operation of the Los Angeles project indicate that a furlough program offers students a significant alternative to "dropping out." Since 60 percent of the Project Furlough students return to school or to some form of education after their furloughs, the benefits of the furlough opportunity, the liaison relationship for potential dropouts, and the community's involvement in the concerns of potential dropouts have been confirmed.

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